

The Warrior's Heart: Becoming a Man of Compassion and Courage

Eric Greitens

WRITING JOURNALS

ALL WRITTEN WORK for this unit goes in your writing journals.

- Label each entry with the name of the section and a number:
 - "1" for the "Understanding & Remembering" work,
 - "2" for "Applying & Analyzing," and
 - "3" for "Evaluating and Creating."
- Each section of the book is worth up to 65 points
 - Each U & R assignment is worth 15
 - Each A & A assignment is worth 20
 - Each E & C assignment is worth 30

GRAMMAR & MECHANICS FOCUS:


1. Note the unusual spelling of the author's last name. Memorize it! Do NOT misspell it.
2. His name also ends with an "S" making a possessive tricky.
 - a. The ACT rule is that if a noun ending with an S is only one syllable, you must add both the apostrophe AND another S (as in *My boss's daughter thinks I work for her* and *Gus's car is faster than yours*).
 - b. Also add both if you would pronounce the "-əz" after the noun (as in *The princess's dress is up for auction* and *My favorite actress's brother lives by my grandparents*).
 - c. Since "Greitens" is two-syllables and we do not normally pronounce the possessive syllable at the end, add only an apostrophe after his name to make it possessive: "Greitens' book," "Greitens' experiences," Greitens' courage.



	In this section . . .	Understanding & Remembering	Applying & Analyzing	Evaluating & Creating
<p><i>You</i></p> <p>(pp. 1-15)</p>	<p>Greitens introduces us to his thoughts and experiences as a young person growing up in St. Louis, MO.</p> <p>Specifically, he shares an important experience he had at a homeless shelter that would change his perspective of the world.</p>	<p>What places in your community could you visit to learn more about the needs we have here? Choose one option below:</p> <ul style="list-style-type: none"> • Spend at least one hour as a visitor or volunteer • Interview someone who works or volunteers there—or a patron or patient at the place. • Research the place. How did it start? How does it run? How does it continue to operate (funding, leadership, etc.)? What services do they provide? What do people say about their success in helping others? <p>Write a one-page report about your experience or findings.</p>	<p>Why do you think Greitens started the book with “You” and his explanation of the choose-your-own adventures books he loved as a kid?</p> <p>Write a one-page journal entry exploring this question. Predict what you think he wants the message of this book to be.</p>	<p>Compare and contrast what you did and learned about the place in your community with what Greitens learned by spending the night in a St. Louis homeless shelter.</p> <p>Write a personal journal response, at least one-page, which explains and describes what was similar and what was different. Draw conclusions about <u>why</u> you witnessed these similarities and why the differences are there too.</p>

	In this section . . .	Understanding & Remembering	Applying & Analyzing	Evaluating & Creating
<p><i>You: Naming Names</i></p> <p>(pp. 16-36)</p>	<p>Greitens describes his experiences as a student abroad in China in the early 1990s.</p>	<p>The Tiananmen Square protests of 1989, commonly known as the June Fourth Incident or The '89 Democracy Movement, were student-led popular demonstrations in Beijing.</p> <p>Find 10 facts from 10 different websites--none of them a wiki-anything! Make a chart (table) with your information. It should have three columns: the information, the source, and your thoughts. The facts go in column 1, the website goes in column 2 (the WHOLE address), and your reactions and feelings and ideas to in column 3.</p>	<p>"History came alive for me at that moment. It was made by regular people. Courageous, determined, thoughtful people-- students my age who'd withstood violence and who, even now, took risks..." (28).</p> <p>Return to this page and read it again to know the context of the quotation. Write a full, organized paragraph for each of these prompts:</p> <ol style="list-style-type: none"> 1. Analyze Greitens' statement in this context. What does he mean? Why is this an important point for him? 2. Think of an example where you had a similar realization. Share it and explain how it applies to the quote. OR If you haven't had a moment like this, think of an historical event that was made my regular people, especially one that was made by people your age. Remember that any meaningful event will work--it doesn't have to have happened a very long time ago. Think about the event and consider how the quote applies to that situation. <p>Explain that connection.</p>	<p>Review the details of Greitens' experiences in China and make a list of them. Then imagine YOU were in his place. Put the list in order, putting what you think would be the most difficult for YOU in the number one spot. Write an explanation of how and why you ranked each event as you did.</p>



<p>You: Fighting Back (pp. 37-58)</p>	<p>In this section . . .</p> <p>Greitens shares his experience training as a boxer while he was in college in North Carolina</p>	<p>Understanding & Remembering</p> <p>"I learned that what you did, day after day, turned you into who you were" (53).</p> <p>What do you think Greitens is "turning into" given what you've read so far?</p> <p>Think of another example of a real person you know (or just know from media or your learning) who demonstrates this quote is true. Introduce him or her and explain how this person exemplifies the quote</p> 	<p>Applying & Analyzing</p> <p>"Hearing Earl's pain, about his students, about the lives he'd lost along the way, made me want to work harder, to become someone great. I wanted to be part of a good story for him to tell" (52).</p> <p>Who inspires you to work harder, to want to become someone great? What qualities of character does this person possess? What daily choices do you make with this person in mind? What would you ultimately like to do or accomplish to show your gratitude and admiration for him or her? Write a one-page personal journal response.</p> <p>Note: If you don't feel like you have a good example that applies here, come brainstorm with me for other ideas.</p>	<p>Evaluating & Creating</p> <p>This section seems so different from the previous one. Seeing how a culturally shocking experience in China shaped his view of the world is quite easy. But boxing? Not as clear. Think about what Greitens' might be trying to communicate about himself, his journey to a life of compassion and service. Why, for example, do we hear all of the details of this relationship and endeavor but very little about Greitens' work at the university?</p> <p>Skim the section again and pull out 10 quotes that you think demonstrate why Greitens included this part of the book. Write each quotation down and cite the page number in parentheses, MLA style. After each quotation, write two or three sentences that explain why you chose them for the list</p>
	<p>In this section . . .</p>	<p>Understanding & Remembering</p>	<p>Applying & Analyzing</p>	<p>Evaluating & Creating</p>

You: A Helping Hand

(pp. 59-81)

Greitens recalls his volunteer work as a student in refugee camps during what is now called the Balkans War (1991-1999) in the former Yugoslavia (now Serbia, Croatia, Bosnia-Herzegovina, Montenegro, Slovenia, and Macedonia).

Research what the Balkans War was.

Create a timeline of events that summarizes your findings. Your timeline must have at least 15 entries (events) and 5 pictures or other graphics (maps, charts, etc.)

OR

Consider that many refugees from different parts of what was Yugoslavia came to the US during this war and just afterward; many of them settled in Salt Lake County and a significant number of their children attended (and still attend) our school.

Interview a refugee from this conflict who remembers his or her time in the war and now lives in our city. Create a transcript of the interview and write a one page report on what you learned.

What helpful and practical skills did this experience help Greitens build? How could those skills improve his life?

How could he use those skills to benefit others?

What values did this experience help him learn or understand better? Why is this lesson in character important or helpful?

Write a paragraph for each topic in your journal. Please write in a formal, academic voice—write *about* the subject, not to me or about yourself.

Use a quote from the book in one of your paragraphs. Cite it using MLA style.

Design and produce and creative project in response to this section of the book.

The objective is to show what you think is the most important value or lesson he learned from this experience.

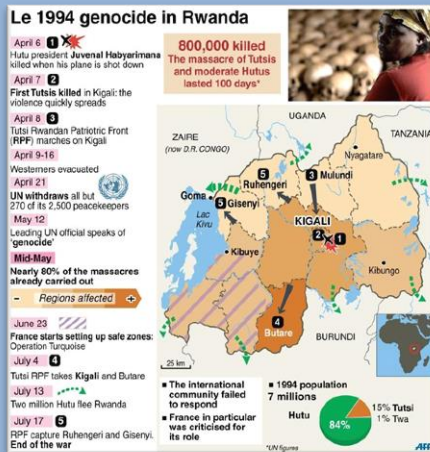
Ideas include the following:

- a collage
- a painting or drawing
- a photo album
- a poem
- a song or song lyrics
- a short film or video
- a presentation



You: Taking Responsibility

(pp. 82-106)



In this section . . .

Greitens remembers his volunteer work in Rwanda after the genocide there in the late 1990s and in neighboring countries like Uganda and Zaire (now the Democratic Republic of the Congo) where millions of refugees fled when the genocide began.

Understanding & Remembering

Research the genocide in Rwanda in 1994. As part of your research watch at least 5 videos about it online.

Answer the VIEWING GUIDE questions for each of the videos. Use FULL sentences and reformulate the questions (where applicable). Record your answers in your writer's journal.

Applying & Analyzing

What helpful and practical skills did this experience help Greitens build? How could those skills improve his life? How could he use those skills to benefit others?

What values did this experience help him learn or understand better? Why is this lesson in character important or helpful?

Write a paragraph for each topic in your journal. Please write in a formal, academic voice—write *about* the subject, not to me or about yourself.

Use a quote from the book in one of your paragraphs. Cite it using MLA style.

Evaluating & Creating

Watch a movie or documentary about the Rwandan genocide.

Write a journal entry that explains how you felt watching the movie and relate the things you learn from it to specific moments in this section of the book.

Please note that some of the films are rated R; you must have parent permission to watch them. You can read about the films before you choose. If none of the films meet your standards, brainstorm another way you could make a greater connection and create a meaningful higher-order thinking responses to it. Come see me to have your alternate assignment approved BEFORE you begin and well before the due date!


[Click HERE for the list](#)

You: Capturing Death

(pp. 107-135)



In this section . . .	Understanding & Remembering	Applying & Analyzing	Evaluating & Creating
Greitens takes his volunteer work to South America where he witnesses great poverty and dire situations among the homeless and orphaned youth in Bolivia.	<p>UNICEF was created in 1946 by the United Nations to help children left alone, homeless, hungry, or otherwise suffering after WWII.</p> <p>Today it includes this proclamation in its mission statement: We believe that nurturing and caring for children are the cornerstones of human progress. UNICEF was created with this purpose in mind – to work with others to overcome the obstacles that poverty, violence, disease and discrimination place in a child’s path. We believe that we can, together, advance the cause of humanity.</p> <p>Visit the organization’s website: www.unicef.org</p> <p>Spend 20-30 minutes looking at the site, reading about the needs of children in the world today, and learning about how UNICEF is trying to provide and protect the rights of children internationally.</p> <p>Take some notes in your journal while you navigate the site. Your notes should</p> <ul style="list-style-type: none"> --document the time you spent on the site --capture your thoughts and feelings about what you find --show what you looked at, read, watched, etc. at the site --show that you spent some of your time looking at UNICEF’s work in Latin America and the Caribbean. 	<p>What helpful and practical skills did this experience help Greitens build? How could those skills improve his life?</p> <p>How could he use those skills to benefit others?</p> <p>What values did this experience help him learn or understand better? Why is this lesson in character important or helpful?</p> <p>Write a paragraph for each topic in your journal. Please write in a formal, academic voice—write <i>about</i> the subject, not to me or about yourself.</p> <p>Use a quote from the book in one of your paragraphs. Cite it using MLA style.</p>	<p>The following quotes are all from this section of the book. Copy ALL of them into your journal.</p> <p>Write a brief, insightful comment for each one OR choose one of the quotes and write a full journal entry inspired by it.</p> <hr/> <p>“Despite all the suffering I had seen [in Croatia and Rwanda] I left these places feeling hopeful. I found that volunteers could save lives and bring joy. Bolivia would prove to be a different kind of test” (109).</p> <p>“Alone, people can feel hunger. Alone we can feel pain. To feel poor, I realized we have to compare ourselves to others” (114).</p> <p>“It struck me that these people had so little, and yet trash seemed abundant” (117).</p> <p>““Why do you teach so much art?” I asked “Why not just basic reading and writing? Or math?” . . . it felt smarter and more practical to give them skills they could convert into productive lives. ‘I want them to see that there are beautiful things in the world,’ she told me. ‘And that they can create them’” (120).</p> <p>“Viewing just a single picture of this boy, who died because of a broken bone, might make people understand” (132).</p>


	In this section . . .	Understanding & Remembering	Applying & Analyzing	Evaluating & Creating
<p><i>A New Perspective</i></p> <p>(pp. 136-155)</p>	<p>Greitens receives a prestigious scholarship and study opportunity as a Rhodes Scholar. He earns his graduate degree at Oxford University in England and has many offers to work that could give him great honor and/or great wealth.</p>	<p>Look up information about Rhodes Scholarships.</p> <p>Write an outline, checklist, or summary in your journal that shows the requirements and procedures one must meet to be a Rhodes Scholar.</p> <p>Write a brief description of the what the award is (maximum 100 words)—please paraphrase what you find, not copy it.</p> 	<p>Greitens has had some amazing life experiences and seen life on four continents.</p> <p>What then is the “new perspective” he gains from his time studying at Oxford? Why did he not get this in the work he did before?</p> <p>Write a paragraph in your journal about your thoughts on this topic.</p>	<p>Greitens briefly mentions the options he had for careers and other ventures after he graduated from Oxford.</p> <p>Which of the options he had would YOU choose. Explain why. Be honest. None of his options were bad or even selfish really. But the motives for choosing any of them could be.</p> <p>This, of course, is personal writing, in a personal voice. Write your response in your journal.</p>


	In this section . . .	Understanding & Remembering	Applying & Analyzing	Evaluating & Creating
<p><i>You: Leading in Danger</i></p> <p>(pp. 156-185)</p>	<p>Greitens joins the United States Navy with the goal of becoming an elite US Navy SEAL</p>	<p>Make a Venn diagram. One circle is for Greitens' experiences and lessons learned in training to be a Navy SEAL. The other circle is for the experiences and lessons learned before he joined the Navy. What is new about his experience in the military? What lessons is he learning again?</p>	<p>For a variety of reasons, Greitens emerges quickly as a leader in his group. Write a journal entry about his leadership. Make sure you comment on it, not just summarize it. Some questions that may help you start . . . what qualities and characteristics does he possess that make him naturally a leader? Does he enjoy leading? Is he bragging or boastful in sharing his importance to the other members of his team? Would you like to be led by him?</p>	<p>Look at your Venn diagram and the journal entry you wrote about Greitens as a leader.</p> <p>What do you think the specific point of this part of the book is? Do you like it? More or less than the chapters you read before?</p> <p>Write a paragraph about your findings (formal, academic voice).</p>



	In this section . . .	Understanding & Remembering	Applying & Analyzing	Evaluating & Creating
<p><i>You: Surviving Hell</i></p> <p>(pp. 186-223)</p>	<p>Greitens leads his team of recruits through the most brutal part of the SEAL training—the time when his class of 220 is narrowed down to only 21 men.</p>	<p>Research and review what Navy SEALs have to say about “Hell Week?” As part of your research watch at least 5 videos which show real footage and/or feature people who have actually done the week online.</p> <p>Answer the VIEWING GUIDE questions for each of the videos. Use FULL sentences and reformulate the questions (where applicable). Record your answers in your writer’s journal.</p>	<p>“Some handled fear with humor. Some with anger. Others simply didn’t give fear a place to roost in their minds. I’d learned to recognize the feelings and think, <i>Welcome back, fear. Sorry I don’t have time to spend with you right now,</i> and I’d concentrate on helping my teammates” (205).</p> <p>Write a journal entry: How have you witnessed other people handle fear? What seems to work best? How do YOU usually handle fear? What are some examples that show what you’ve learned about fear during your life this far?</p>	<p>Greitens goes through grueling physical and psychological tasks during this week. Yet, he says the hardest moment is when he finds himself alone and awake (see p. 211). Why do you think this was the hardest moment for him? How does it compare/contrast to the other difficult tasks he undertakes during this week?</p> <p>Write a journal entry that explores why you think this moment is the one that almost breaks him.</p>



	In this section . . .	Understanding & Remembering	Applying & Analyzing	Evaluating & Creating
<p><i>Everything Changes</i></p> <p>(pp. 224-259)</p> 	<p>Terrorist attacks on the World Trade Center in NYC on Sept. 11, 2001 change world politics—and make Greitens and his Navy buddies soldiers in wars in Afghanistan and Iraq</p>	<p>Conduct an interview and record it (audio is okay, video is preferred). Submit it on Canvas or as an attachment to my email address.</p> <p>Write a paragraph that introduces the interview (who’s talking, what the background is, etc.) AND indicates what you think was the most interesting or revealing information you learned from it.</p> <p>Please also indicate if you—and the person you interviewed—feel comfortable letting others see it. I will post the interviews on our website for others to see as part of a class activity; if you do NOT want yours posted tell me—it will not affect your grade.</p> <p>Some interesting interviewee ideas:</p> <ul style="list-style-type: none"> • a soldier who served in Iraq or Afghanistan after 2001 • a person who lived in NYC (or Washington, DC) at the time of the attacks or who has a close connection to the attacks • a refugee from Iraq or Afghanistan who now lives in our community • a person who works for the federal government • a firefighter, police officer, or airplane pilot • a person who was working in the news (radio, TV, newspapers) on September 11, 2001. • A family member who remembers the day of the attacks, especially one who has a good sense of history and has lived a longer time to have greater perspective on world events. 	<p>We live far away from where the terrorist attacks of 9/11 took place—and far away from the places where the US invaded in response to them.</p> <p>Additionally, you were all very small children when the attacks occurred. Still, this moment where “everything changes” for Greitens has changed your life too.</p> <p>Brainstorm a list of at least 10 ways this is true (consider the attacks themselves, laws passed in response, the wars that have resulted, procedures that have changed as a result, etc.).</p> <p><u>You may work with up to two other students on this assignment.</u> Just be sure to include their names on your copy (in your journal) so I know why your lists are the same.</p>	<p>Look into at least three organizations that help soldiers returning from war get back into civilian life, especially those soldiers who come home injured physically or mentally.</p> <p>Create a table where you compare at least four or five specific characteristics of the three programs.</p> <p>Choose elements to compare that they all share (for example, the history of the organization, the people behind it, what services they offer, etc.)</p>

	In this section . . .	Understanding & Remembering	Applying & Analyzing	Evaluating & Creating
<p><i>You & Your Mission</i></p> <p>(pp 260-263)</p>	<p>Greitens returns to the place he started—talking directly to you, the reader. He issues a challenge.</p>	<p>Visit the website he cites at the end of the book: http://www.ericgreitens.com/books/the-warriors-heart-adventures-in-courage-and-compassion/mission-planning-guide/ Download the Mission Planning Guide and read through it.</p> <p>What do you think about it? Does it seem interesting or helpful to you?</p> <p>Write a journal response that shows you have looked at it carefully and shares your feelings and reactions.</p>	<p>“By serving, you will discover your own potential: you develop leadership skills, are exposed to new career possibilities, and make connections between what you study and your ability to make a difference in someone’s life. By serving, you create your own future, and you leave your mark on the world” (261).</p> <p>Copy this quotation into your journal. Then break it into a list of things that can result from service. Next to each item on your list, cite and explain an example of something Greitens did that had those results for him. In other words, where do you think he developed leadership skills? Connected things he studied to something larger? ...</p>	<p>Now look at the quote from page 261 again. Make a table with three columns and a row for each of the items you listed from the quote PLUS one extra row at the top.</p> <p>The extra row at the top is for your ideas about how you might serve. Try to be honest and realistic with yourself. Some of you will go into war zones, join the military, travel far and wide . . . but most of us will not. Try to make this a realistic and sincere!</p> <p>In the first column, think of a way you could serve RIGHT NOW and RIGHT HERE (not when you’re older, or after soccer season, or if you had a car, or any other ‘qualifier’)! Again, choose something that fits you, something you really would do. It might be something official with a service organization but it might also be someone in your neighborhood, even your family, who could use your help or expertise.</p> <p>In the second column, think of a way you could serve IN THE NEXT 5-10 YEARS. Would you like to work or study abroad in an area of need like Greitens did? Will you serve in the military or with a church or government organization? How could you enhance and magnify your immediate future plans (college and/or exploring career choices, for example) by serving?</p> <p>(continued on the next page)</p> 

				<p>In the last column, think of a way you could serve AS AN ADULT. Think of other goals you have, the life you imagine for yourself, and consider how service beyond what is already “built-in” might fit. For example, if you really want to have eight children, you’re probably not going to have time and money to travel to third-world countries and serve as a UN Ambassador (there aren’t many Angelina Jolies out there!). But there WILL be ways to make a difference in others’ lives even beyond the service and love you’ll render to the kids of your own.</p> <p>As you go through the rows, cite how you think your plan will meet those results Greitens promises in the quote.</p> <p>Finally, write a paragraph about your overall response to Greitens’ book. Does he inspire you? Overwhelm you? Excite you? Disappoint you?</p>
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